

OTHER PROFESSIONALS GROWTH AND EFFECTIVENESS SYSTEM PILOT

OPGES –FAQ

OPGES PARTICIPATION

Q: Who is in the OPGES pilot?

A: Other professionals who do not have a 'traditional' classroom or group of students they work with. The Other Professionals for the OPGES pilot will include: Library Media Specialists, School Guidance Counselors, School Psychologists, Therapeutic Specialists – Speech Language Pathologist, School level Instructional Coaches/ specialists.

Q: Do all districts have to participate in the OPGES pilot for the 2014-2015 school year?

A: Yes. Each district must have at least one 'Other Professional' from each category in the pilot if they qualify. More than one can participate if the district chooses.

Q: How do I qualify to participate in the OPGES pilot?

A: OPGES pilot participants must be tenured, EPSB certified and not in their summative year. (Guidance counselors can be in the pilot even if in a yearly summative cycle.)

Q: At my school, 'Other Professionals' are on a yearly summative evaluation cycle, can I still participate?

A: Yes, if your school is running a Dual evaluation system then you can be in the OPGES pilot. Check your district Certified evaluation plan (CEP), to determine if a dual system is run.

Q: What about Preschool teachers, Special education teachers, Hearing impaired teachers, Visually Impaired teachers, reading recovery teachers, math interventionists? What system do they use?

A: These positions all fit in the TPGES, Teacher professional growth and effectiveness system. They will use the Kentucky Framework for Teaching. There will be some guidance documents available once school starts on some of the adjustments these unique teachers may need.

Q: As a librarian I also teach elective classes. Will I be evaluated with both the TPGES and the OPGES systems?

A: NO. Teachers are evaluated using only ONE system. The system you will fit in is the one that fits the category you work the majority of the day in, the main position for which you were hired. You are evaluated using the Framework that fits your job responsibilities. (OPGES Framework for Specialists or Kentucky Framework for Teaching.)

STUDENT GROWTH GOALS

Q: Since I don't teach a 'traditional' class, I do not have test scores or other academic based data. How do I make a student growth goal?

A: Student growth goals are not only based on test scores. Multiple data sources should be used in determining student growth. All professionals will have a goal for a group of students whom they have educational impact on. When creating student goals you should think:

What matters most for my content area?

How do I know? What standards, expectations, etc. guides my work?

Q: My Student case load changes frequently or I may only see students a few times a year. How do I make a goal for them?

A: Student growth goals are not based on an individual student, rather on a group. The Growth goal will be based on the needs of a large group or level.

Q: The PGP is "set" after it is entered. Will this be the same for SGG set by teachers?

A: Once the Student Growth Goal is set, the goal is set. Strategies and activities can be modified, but the goal must remain unchanged until the next school year. Certainly if the goal is met mid-year, exceeding the goal is encouraged.

Q: Should Student Growth Goals be written as SMART goals?

A: The proposed regulation states that "Student growth goal" means a goal focused on learning, that is specific, appropriate, realistic, and time-bound (SMART), that is developed collaboratively and agreed upon by the evaluatee and evaluator, and that uses local formative growth measures.

SELF-REFLECTION & PROFESSIONAL GROWTH PLANNING

Q: Does KDE suggest requiring self-reflection and professional growth goals at the end of the school year or the beginning of next year?

A: Districts (50/50 committee) have the option to choose beginning or ending of the year.

Districts are encouraged to think about the connection between Student Growth Goals and the Professional Growth Plan.

Q: Could teachers start their PGP in May/June and then complete it in the fall?

A: Yes. This is a district decisions and the related language should be reflected in the CEP.

Q: When should a district have teachers create PGPs?

A: This is a district decision based on their approach to professional learning.

Q: Can districts determine and create reflection windows in CIITS?

A: Districts cannot create windows in CIITS. They can define the observation schedule in the CEP but it will not be in CIITS.

Q: Would teachers only benefit from completing the “Initial Reflection on Practice” form once? Or could it be used to refocus every year?

A: Districts can make this choice and use reflection as much as they would like.

Q: Where should self-reflections be recorded?

A: Self-reflections should be recorded in CIITS.

Q: Does the initial self-reflection roll over from year-to-year in CIITS?

A: Yes. Data from CIITS will be available from past years.

PEER OBSERVATION

Q: Does my Peer Observer need to be an “Other Professional”?

A: No. Peer observers can be any instructional colleague at the school level. We encourage ‘Other Professionals’ to be peer observers for each other, but it is not necessary.

Q: If my Peer Observer is not an “Other Professional” how will they know what my professional responsibilities are?

A: Each “Other Professional” has a unique framework based around their job responsibilities. The Peer Observer is encouraged to study this to learn of each categories’ needs. We also encourage the “Other professionals” and the Peer observer to have pre observation conferences to discuss what they should be looking for.

Q: Is there a requirement on when the peer observation should take place?

A: Yes, peer observations must occur in the summative year prior to full formal observation.

Q: Are there guidelines for the number of peer observers a school should have?

A: This is a district decision. Some districts are selecting all teachers as peer observers. Others are selecting a smaller cadre.

Q: What are the recommended criteria for a peer observer? Tenured? Master’s Degree?

A: This is a district decision. However, the peer observers should be an instructional colleague at the school level.

Q: Will peer observers be required to retrain each year?

A: No, the peer observation training is good for 3 years.

Q: Can a principal see the date that a peer observation took place in CIITS?

A: Yes. This information can be found in the Observation Progress report. However, specific observation data from the peer is not accessible to the principal.

OPGES TRAINING AND RESOURCES

Q: Where can I find resources and training information for the OPGES system?

A: We encourage OPGES participants to use all the resources on the main PGES webpage as well as information on the OPGES webpage. OPGES participants are encouraged to attend any district level trainings on PGES, Student Growth Goals, Professional growth plans, observation etc... All PGES trainings apply to 'Other Professionals' as well. During the school year there will be guidance documents available on the OGES webpage showing what each of the domains, components or evidences will look like when adjusting for "Other Professionals".

<http://education.ky.gov/teachers/PGES/Pages/PGES.aspx>

<http://education.ky.gov/teachers/PGES/Pages/OPGES.aspx>

Q: Is there a contact person in my district who can help with PGES/ OPGES Questions?

A: Yes, each district has a PGES point of contact. Check with your district office. There are also KDE PGES field consultants located in each region. They work with the districts and the local Co-ops. You can also contact KDE at any time with questions on OPGES/ PGES. Contact the Teacher Leader Effectiveness Branch at (502)564-1479.